USC Marshall
School of Business

GSBA520: Business Fundamentals for Non-Business Professionals
Fall 2019
3 Units
This class will meet Mondays at 6 pm PT (subject to change).
Please see the Live Session Information page in Moodle for exact dates and/or updates.
Mandatory Live Sessions will not conflict with each other.

Instructors: *Wks 2, 3, 14 & 15: Michael McGrath* (mcgr194@marshall.usc.edu)
Wks 1 & 11-13: Gary Shaffer (gshaffer@marshall.usc.edu)
Wks 4 & 5: Sriram Dasu (Dasu@marshall.usc.edu)
Wks 7-10: Julie Suh (suhw@usc.edu)
Office Hours: *By appointment*

COURSE DESCRIPTION

Business Fundamentals for Non-Business Professionals is an interdisciplinary course taught by a team of USC Marshall School of Business faculty members. The course is designed to introduce key concepts, tools, and principles of business management to current graduate students who have little or no previous background in business and who want to be better prepared to assume general management positions in their respective fields.

The key strategic business decisions of concern in this course include maximizing evolving business opportunities, creating competitive advantages, choosing competitive strategies, securing and defending sustainable market positions, and allocating critical resources in pursuit of specific goals and objectives.

This course helps students develop an understanding of business fundamentals that require both analytical skills and an integrative point of view. Together, we will learn how to conduct in-depth examination of companies within a variety of industries, predict competitive behaviors, and explore the use of both quantitative and qualitative analysis to develop and sustain competitive advantages over time.

The course is divided into modules which correspond with weeks. Students are required to complete all of the reading assignments, pre-recorded lectures, interactive exercises, and homework assignments at their own pace during the week *before* attending the Live Session, where they will interact with one another and with faculty at the same time to apply the concepts they've learned

throughout the week. It is estimated that students will spend approximately 9 hours per week to complete each module in a 3-unit course.

COURSE OBJECTIVES

Business Strategy

At the end of this course you will be able to:

- Identify theories and methods for analyzing and developing strategy.
- Critically evaluate cases: to analyze case facts using appropriate tools/frameworks, to identify key underlying issues, and to formulate congruent recommendations (and to explain to us how/why you've done it).
- Demonstrate critical thinking skills related to strategy.
- Utilize a set of tools/frameworks/concepts, such as: "generic" business strategies, environmental analysis, five forces, strategic groups, value chain, resources—capabilities—competitive advantage, threats to sustainability.
- Recognize the various interconnections that exist within organizations.
- Anticipate sources that undermine long term competitive advantage.

Operations

At the end of this course you will be able to:

- Compare the key issues, concepts, problems of operations, and process analysis in order to solve problems in:
    - Business process management & improvement
    - Customer service (internal & external)
    - Supply chain management
    -

Accounting Principles & Business Finance

- Explore fundamental financial and management accounting concepts (financial accounting) relating to:
    - Financial statements and their interrelationships
    - Financial statements reflecting the accrual basis of accounting
- Make decisions related to cost-volume-profit relationships and capital budgeting (managerial accounting) including:
    - Management use of cost-volume-profit relationships when making decisions
    - Costing and improvement opportunities
    - Budgeting as part of the planning process
- Analyze modern theory and practice of financial management as well as fundamental financial decisions involving:
    - Discounted cash flow analysis
    - Valuation of stocks, bonds and individual budgeting projects
    - Risk and return, portfolio diversification, Capital Asset Pricing Model

- Issues in financing decisions – capital markets, financing sources, debt and dividend policy, options
- Capital budgeting basics in a decision-making environment
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Marketing Management

- Evaluate the conceptual and procedural aspects of marketing management
- Critically examine the four elements of the marketing mix
- Formulate marketing strategies
- Clearly communicate marketing strategies to others
- Evaluate the marketing recommendations of others

High Performance Organizations

- Evaluate the behavior and performance of people in formal organizations at the following levels:
  - Individual level, including leadership
  - Group level, including the design and development of high performance teams
  - Organizational level, including understanding of strategic organizational effectiveness and design principles that lead to high performance in organizations

COURSE MATERIALS

- **Books:**
  - Dyckman, Magee and Pfeiffer, Financial/Managerial Accounting for Decision Makers Accounting, 3rd Ed., McGraw Hill; ISBN 978-1-61853-234-3.

- Articles:
  - Weekly reading can be found in USC ARES Course Reserves. USC Libraries' ARES e-reserve system:https://reserves.usc.edu/ares/

- **HBR CoursePack:**
  - https://hbsp.harvard.edu/import/636306

- **Other Materials**
  - Computer (PC or Mac)
  - Headset or built-in speakers & microphone
  - Webcam
  - High speed Internet connection
  - Up-to-date Internet browser (Chrome, FireFox, Safari, or Internet Explorer)

PREREQUISITES AND/OR RECOMMENDED PREPARATION

Open only to students enrolled in the MMLIS degree program.

COURSE NOTES

Contact Hours for this course are:

Synchronous (60 minutes weekly): Live lectures, presentations, Q&A's.

Asynchronous (90 minutes weekly): discussion forums, blogs, offline collaboration

This distance-learning course is offered asynchronous and synchronous. There are mandatory synchronous sessions. Please mark your calendars accordingly.

GRADING

GRADING POLICIES

Grading policies and practices for the University are described below.

A Work of excellent quality; represents Exceptional work; a grade of "A" will be assigned for outstanding work only.

B Work of good quality; represents Good work; a grade of "B" clearly meets the standards for graduate level work.

C Work of fair quality; represents Adequate work; a grade of "C" counts for credit for the course, minimum passing for graduate credit (except in 591A, B, C, D, E where a B is required).

C minus Failing grade for graduate credit

The MMLIS program adheres strictly to the grading standards of the University and the Marshall School of Business. An explanation of the USC grading system can be found in the USC Catalogue. The following grade ranges are used to determine a passing grade:

Grade	Range	Points
A	94.0% or higher	4.0
A-	90.0%-93.9%	3.7
B+	87.0%-89.9%	3.3
B	84.0%-86.9%	3.0
B-	80.0%-83.9%	2.7

C+	77.0%-79.9%	2.3
C	74.0%-76.9%	2.0
C-	70.0%-73.9%	1.7
D	60.0% -69.9%	1.0
F	59.9% or lower	0.0

A minimum grade of C (2.0) is required in a course taken for graduate credit. However, in order to receive an MMLIS degree or Graduate Certificate, a minimum grade point average of 3.0 is required. This standard guarantees the quality of the USC LIM program.

Because of the quality of our participants and the close attention given to them, a very high percentage of participants pass all courses with C or better grades and obtain a grade point average above 3.0.

ASSIGNMENTS AND GRADING DETAIL

Course Components	**Points (each)**	**% of Grade**
Business Strategy	200 points total	19% of total course grade
Live Sessions	20	
Discussion Forums (Weeks 02 and 03)	70	
The Role of Strategy (Week 02)	35	
Compare Business Strategies (Week 03)	35	
Exam (covers Weeks 02 and 03)	40	
Operations Management	130 points total	13% of total course grade
Live Sessions	13	
Discussion Forums (Weeks 04 and 05)	42	

Porcini's Pronto Case (Week 05)	30	
Exam (covers Weeks 04 and 05)	45	
Accounting Principles & Business Finance	185 points total	34% of total course grade
Live Sessions	35	
Homework Assignments	50	
Exams (weekly)	100	
Marketing Management	200 points total	20% of total course grade
Live Sessions	20	
Volkswagen in India Analysis (Week 12)	50	
Annie's: Growing Organically Analysis (Week 13)	50	
Exam (covers Weeks 11-13)	80	
High Performance Organizations	100 points total	14% of total course grade
Live Sessions	15	
Teamwork & Culture Assignment (Week 14)	10	
Engagement & Motivation Assignment (Week 15)	75	
	Total	100%

Self-Assessment Quizzes

The self-assessment quizzes which follow the video lectures in this class are not graded and can be taken as often as necessary to ensure your understanding of the concepts presented.

Exams

This course has eight exams. They are not cumulative. Each exam only tests material relevant to the course component you are studying.

Assignments

Assignments vary in this class depending on the content they cover.

LATENESS

Working professionals occasionally must submit an assignment late. To encourage everyone to hand in assignments I accept late work. However, in fairness to those who do submit on time there is a price to pay for late work. I grade all late assignments and then deduct percentage points. Work less than 24 hours late will be deducted 10%, work more than 24 hours late but under a week late will be deducted 25%. Each additional week will result in a further 25% deduction per week late up to a maximum of a 50% deduction.

If you are going to be late turning in an assignment, email your instructor to notify them of this, and then email them again to alert them when you have submitted the assignment.

If you miss a Live Session and require an alternate assignment, the due date for this assignment will always be 1 week after the missed session.

It is always worth submitting work even if it is late. Never fail to turn work in because you believe it is too late.

STUDENT/PARTICIPANT RELEASE FOR AUDIO RECORDING AND AUDIO-VISUAL RECORDINGS AND STUDENT/PARTICIPANT NON-DISTRIBUTION AGREEMENT

Audio recording and/or audio-visual recording ("Recording") of your participation and/or presence for this course at the USC Marshall School of Business via course media platforms are for course purposes only. Recordings are restricted to and should only be shared with course participants and the instructor.

SESSIONS AND DAYS OF THE WEEK

Due dates for assignments and discussions are stated in day numbers. Day 1 is Wednesday, the first day of the beginning of each weekly session. Assignments are due no later than 11:59 p.m. in Pacific Time (PT) on the day that is stated in the assignment.

Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Wednesday	**Thursday**	**Friday**	**Saturday**	**Sunday**	**Monday**	**Tuesday**

LIVE SESSIONS

Live Sessions will be held using Zoom. If you cannot attend a session, it will be recorded and archived for you to view later. These are archived in the General section of the Moodle course space under Archive on the Live Session Information discussion board page. However, any quizzes and/or in-class assignments are only administered and taken during the live class session. It is important that you check the Live Session Information page regularly for Live Session schedules and recordings.

ADD/DROP PROCESS

Courses may be added until **September 17, 2019**. After registering, it is the student's responsibility to officially drop from a course if he or she decides not to continue in a course. All such changes must be processed by Web registration or through the Registration Department. Failure to withdraw officially will result in the mark of "UW," which is computed in the GPA as zero (0) grade points. A student may drop a course without academic or financial penalty up until **September 17, 2019**. If the course is dropped after **September 17, 2019** and before **October 15**, **2019**, the course does not appear on the academic transcript, but the course tuition and fees will be assessed to the student's account. If the course is dropped after **October 15**, **2019**, it will be recorded with a mark of "W." No course may be dropped after **November 19, 2019**. A student may not withdraw from a course in which he or she committed or was accused of committing an academic integrity violation.

TECHNOLOGY REQUIREMENTS

All students must have access to a computer with the below requirements, which will allow you to participate in class meetings and utilize Zoom. Please note that it is essential to use headphones during online class meetings in order to avoid a disruptive audio feedback loop. To verify that you have the appropriate hardware and software, please log in to the course to launch the Browser Test Page.

TECHNICAL SUPPORT

The Help Desk is available to provide assistance 24 hours a day, every day. This assistance is restricted primarily to problems with the course delivery platform. Contact the Help Desk to resolve problems that you believe are not associated with the hardware and software you have purchased

from a vendor. Examples include being unable to view multimedia files or view responses to comments you have posted in the discussion area. If you are not sure whether the problem is due to your computer system, contact the Help Desk for guidance; otherwise, contact the vendor. To talk to a live technical support agent, please call: 877-807-8557 or visit our Support Website.
In the event of technical breakdowns, students will receive detailed instructions of how to deliver coursework, depending on the current task (for example, students might deliver work using a mail carrier, or in-person delivery, etc.).

Further, we recommend:

Projects, classwork, etc. – backup work frequently, save files to a backup drive or to an online storage application, email files to oneself, and keep a hard copy of papers/projects.

MAINTAINING STANDARDS OF APPROPRIATE ONLINE BEHAVIOR

Information Technology Services publishes "Policies Regarding Student Use of Computing Resources at USC." This document can be accessed at University Information Technology Policies. The protocols defined by the USC Student Conduct Code must be upheld in online classes.

The following are strictly prohibited:

- Posting inappropriate material
- SPAM to the class
- Online flaming (hostile and insulting interaction between Internet users)
- Offensive language

For more information, please visit USC Student Judicial Affairs and Community Standards page.

THE IMPORTANCE OF COURSE EVALUATIONS

The student course evaluations are valuable. This course is continuously improved, based on feedback from students and instructor observations.

EMERGENCY PREPAREDNESS

In case of a declared emergency if travel to campus is not feasible, the USC Emergency Information website will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC's Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS

Academic Conduct:

Plagiarism – presenting someone else's ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in *SCampus* in Part B, Section 11, "Behavior Violating University Standards." Other forms of academic dishonesty are equally unacceptable. See additional information in *SCampus* and university policies on scientific misconduct.

Support Systems:

Student Health Counseling Services (SCS) - *(213) 740-7711 – 24/7 on call*
Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - *1-800-273-8255 – 24/7 on call*
Provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship & Sexual Violence Prevention Services (RSVP) - *(213) 740-9355*
Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office of Equity and Diversity (OED)/Title IX compliance – *(213) 740-5086*
Information about how to get help or help a survivor of harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations.

Title IX Reporting Options

The Office of Disability Services and Programs - *(213) 740-0776*
Support and accommodations for students with disabilities. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs.

USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with the

Office of Disability Services and Programs. Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me (or to your TA) as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30 a.m.–5:00 p.m., Monday through Friday. The phone number for DSP is (213) 740-0776. Email: ability@usc.edu.

USC Support & Advocacy – *(213) 821-4710*
Assists students and families in resolving complex issues adversely affecting their success as a student EX: personal, financial, and academic.

Diversity at USC –

Tabs for Events, Programs and Training, Task Force (including representatives for each school), Chronology, Participate, Resources for Students

USC Emergency Information – UPC: (213) 740-4321 – HSC: (323) 442-1000 – 24-hour emergency or to report a crime.
Provides safety and other updates, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety – Non-Emergency: UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call
Provides overall safety to USC community.

COURSE OUTLINE AND ASSIGNMENTS

	Topics/ Daily Activities	Readings and Homework	Deliverables and Due Dates
Week 01 Aug 28 - Sept 3	**Accounting Bootcamp**		Check Live Session Information
Week 02 Sept 4 - 10	**Business Strategy Part 1: Overview**	**Required Reading** Casadesus-Masanell. R. *Introduction To Strategy*. HBSP #8097-HTM-ENG. (2014). Rivkin, J. *Why Do Strategies Fail?* HBSP #9-706-433. (2006). Garthwaite; C., Busse, M, Brown; J., & Merkley, G. *Starbucks: A Story Of Growth*. HBSP #KEL665-PDF-ENG. (2012).	Week 02 Discussion 01: Business Strategy, Day 4 and Day 7 Week 02 Assignment 01: The Role of Strategy, Day 7 Check Live Session Information
Week 03 Sept 11 - 17	**Business Strategy Part 2: Competitive Dynamics, Frameworks & Models**	**Required Reading** Porter, M. *The Five Competitive Forces That Shape Strategy* HBSP #96608. (1996). Bradley, S.P., Ghemawat, P., Foley, S. *Wal-Mart Stores, Inc.* HBSP # 794024-PDF-ENG. (2002). Case Analysis and Writing Skills (PPT)	Week 03 Discussion 01: Porter's Five Factors, Day 4 and Day 7 Week 03 Assignment 01: Compare Business Strategies, Day 7 Week 03 Exam 01: Business Strategy Check Live Session Information
Week 04 Sept 18 - 24	**Operations Management Part 1**	**Required Reading** Anupindi, R. et. al., *Products, Processes and Performance*. Managing Business Process Flows: Principles of Operations Management, 2nd ed. Prentice Hall, 1999, Chapter 1, pp. 2-17. Dasu, Sriram "A Note on Process Analysis,"	Week 04 Discussion 01: Swatch, Day 4 and Day 7 Week 04 Discussion 02: Stakeholders and Value, Day 4 and Day 7 Week 04 Discussion 03: Operations Measures, Day 4 and Day 7

		Hammer, M. *The Superefficient Company* "Harvard Business Review," September 2001. Reprint R0108E Review Swatch Case Slides (pptx).	Week 04 Discussion 04: Process, Day 4 and Day 7 Check Live Session Information
Week 05 **Sept 25 - Oct 1**	**Operations Management Part 2**	**Required Reading** Chase, R.B. & Dasu, S. *Want to Perfect Your Company's Service? Use Behavioral Science*, Harvard Business Review June 2001. Reprint R0106D Porcini's Pronto: *Great Italian pizza without the wait*, Harvard Business School Case 4277-PDF-ENG, April 4, 2011	Week 05 Discussion 01: Time and Queuing, Day 4 and Day 7 Week 05 Discussion 02: Capacity and Utilization Calculations, Day 4 and Day 7 Week 05 Assignment 01: Porcini's Prontos, Day 5 and Day 7 Week 05 Exam 01: Operations Management (Weeks 04 and 05) Check Live Session Information
Week 06 **Oct 2 - 8**	**Accounting Bootcamp**	Chapter 1, pp. 2-19 Dyckman, Magee and Pfeiffer, Financial/Managerial Accounting for Decision Makers Accounting, 3rd Ed., McGraw Hill	Week 06 Assignment 01: Chapter 1 Textbook Questions, Day 3 Week 06 Exam 01: Accounting Principles and Business Finance, Day 7 Check Live Session Information
Week 07 **Oct 9 - 15**	**Accounting Principles and Business Finance**	**Required Reading** Chapter 2, pp. 42-70 Dyckman, Magee and Pfeiffer, Financial/Managerial Accounting for Decision Makers Accounting, 3rd Ed., McGraw Hill	Week 07 Assignment 01: Chapter 2 Textbook Questions, Day 3 Week 07 Exam 01: Accounting Principles and Business Finance, Day 7 Check Live Session Information

Week 08 **Oct 16 - 22**	**Accounting Principles and Business Finance**	**Required Reading** Chapters 3, pp. 100-122 Dyckman, Magee and Pfeiffer, Financial/Managerial Accounting for Decision Makers Accounting, 3rd Ed., McGraw Hill	Week 08 Assignment 01: Chapter 3 Textbook Questions, Day 3 Week 08 Exam 01: Accounting Principles and Business Finance, Day 7 Check Live Session Information
Week 09 **Oct 23 - 29**	**Accounting Principles and Business Finance**	**Required Reading** Chapters 14, pp. 628-664 Dyckman, Magee and Pfeiffer, Financial/Managerial Accounting for Decision Makers Accounting, 3rd Ed., McGraw Hill	Week 09 Assignment 01: Chapter 14 Textbook Questions, Day 3 Week 09 Exam 01: Accounting Principles and Business Finance, Day 7 Check Live Session Information
Week 10 **Oct 30 - Nov 5**	**Accounting Principles and Business Finance**	**Required Reading** Chapter 15, pp. 684-695 Dyckman, Magee and Pfeiffer, Financial/Managerial Accounting for Decision Makers Accounting, 3rd Ed., McGraw Hill	Week 10 Assignment 01: Chapter 15 Textbook Questions, Day 3 Week 10 Exam 01: Accounting Principles and Business Finance, Day 7 Check Live Session Information
Week 11 **Nov 6 - 12**	**Introduction to Marketing Management; Marketing Innovation Alternatives & Strategies; Marketing Analyses—Understanding**	**Required Reading** Kotler, P. & Levy, S.J. (1969) Broadening the concept of marketing, *Journal of Marketing,* (33) pp. 10-15. Gourville, J.T (2006) Eager sellers, and stony buyers. Harvard Business Review, pp. 99-106. (Reprint R0606F pp. 1-8).	Check Live Session Information

	Customers & Markets	Bradley, S. P., Ghemawat, O., Foley, S.(2002) Wal-mart Stores, Inc. Soman, D. (2014). The Innovator's Dilemma, *Rotman Management Magazine*.	
Week 12 **Nov 13 - 19**	**Designing Marketing Strategy—Market Segmentation, Target Selection and Product/Brand Positioning**	**Required Reading** Dolan, R.J. (2000) Note on marketing strategy," Harvard Business School, #9-598-061, Rev. November 1, 2000, 17 pp. Sarvary, M. & Elberse, A. (2006), A. Market Segmentation, target market selection, and positioning, Harvard Business School, #9-506-019, Rev. April 17, 2006. 5 pp. Gourville, J.T. (2006) Note on innovation d diffusion: Rogers' Five Factors, , *Harvard Business School*, #9-505-075, Rev. April 17, 2006, 6 pp. General background on VALS, PRIZM, and ESRI Tapestry. Gupta, S. (2013) Volkswagen in India. *Indian Institute of Management Bangalore*; December 1, 2013, 33 pp.	Check Live Session Information Week 12 Assignment 01: Marketing Case Study: Volkswagen in India, Day 6
Week 13 **Nov 20 - 26**	**Integrating the Marketing Plan: The "4 Ps" and Beyond**	**Required Reading** Greene, C. (2013) Growth Patterns in the U.S. organic industry. *USDA, Economic Research Service*; October 24, 2013. Organic food sales growing."*Environmental Nutrition* Feb. 2014. Bill Fanning, B. (2014) Annie's: Growing organically," *Berkeley-Hass Case Series*, Case #B5802, March 3, 2014.	Check Live Session Information Week 13 Assignment 01: Case Study Assignment: Annie's Growing Organically, Day 6 Week 13 Exam 01: Marketing Management, Week 14 Day 2

Week 14 **Nov 27 - Dec 3**	**High Performance Organizations: Creating & Leading High Performance Teams**	**Required Reading** Cleavenger, D., & Munyon, T. (2013). It's how you frame it: Transformational leadership and the meaning of work. Business Horizons, 56(3). Retrieved from http://search.proquest.com/docview/1345893482/ Coutu, D. (2009, May). Why teams don't work.(The HBR Interview: J. Richard Hackman)(Interview). Harvard Business Review, 87(5), 98–+. Hill, Linda A., and Kristin Doughty. "Taran Swan at Nickelodeon Latin America (A)-(D) TN." Harvard Business School Teaching Note 400-071, February 2000.	Check Live Session Information Week 14 Assignment 01: Teamwork and Culture, Day 6
Week 15 **Dec 4 - 10**	**High Performance Organizations: Motivating, Managing & Measuring Employees for High-Performance**	**Required Reading** Hallowell, E.M. (2011). The cycle of excellence: A summary of the five steps to peak performance-and helpful hints for putting them into practice. HBSP # 4257BC-PDF-ENG. Hallowell, E.M. (2011). Grapple and grow: Reinforcing the cycle of excellence-encouraging peak performance by making work challenging and fun." HBSP # 4255BC-PDF-ENG. Lawler, E. (n.d.). Why Are We Losing All Our Good People? Harvard Business Review, 86(6), 41–45. Retrieved from http://search.proquest.com/docview/227842500/	Check Live Session Information Week 15 Assignment 01: Engagement and Motivation, Day 7 .

Appendix I. LIM PROGRAM LEARNING GOALS

The course contributes to achievement of the LIM program goals as follows:

How GSBA520 Contributes to Student Achievement of LIM Program Learning Goals		
LIM Program Learning Goals	**Degree of Emphasis (1=Low, 2=Moderate, 3=High)**	**Objectives that support this goal**
a. understand the ecology of libraries and information networks, their unique environments and how they are governed;	**1**	**B-5, O-2, O-3, M-3**
b. articulate and employ professional values and ethics in a variety of situations and circumstances;	**3**	**A-4, A-5, A-8, A-9, H-1**
c. apply and assess management strategies, practices and decisions.	**3**	**B-2, B-3, B-4, O-1, O-2, A-3**
d. develop and manage content, including negotiating with vendors and licensors, for targeted communities of users;	**3**	**B-1, B-5, O-3, A-1, A-2, A-7**
e. organize, retrieve and manage information for stakeholder benefit;	**1**	**B-2, O-2, M-3, H-3**
f. locate, synthesize and translate information to intelligence for various client groups;	**2**	**O-1, O-2, M-2, M-4**
g. develop, implement and assess programs and services for enhancing use of information and ideas;	**1**	**M-1, M-3, A-10, A-11, H-3**
h. understand the role of current and emerging technologies and infrastructure in organizational effectiveness and service delivery;	**3**	**B-5, O-1, O-3, H-2, H-3**

i. design, apply and interpret different research and evaluation methods to gain insight, assess impact and make appropriate decisions.	**3**	**B-2, B-3, B-4, O-1, O-2, A-3**
j. manage and lead diverse projects and teams, understanding communication and leadership behaviors that affect workplace performance and client satisfaction.	**2**	**B-6, M-5, A-6, H-2**
k. apply persuasion and influence through networking, collaboration, and relationship-building;	**2**	**M-1, M-3, A-10, A-11, H-3**
l. demonstrate a commitment to continued professional education and lifelong learning.	**1**	**B-3, M-2, A-3, A-6, H-1**